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ABSTRACT

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315), including documents announced in the 1973 issues of "Research in Education" and journal articles cited in the 1973 issues of "Current Index to Journals in Education," and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: activism, African American Indians, aspiration, changing attitudes, classroom environment, cross cultural training, cultural differences, curriculum development, ethnic groups, human relations, interpersonal relationships, motivation, music education, Negro attitudes, self-concept, social influences, student attitudes, student teacher relationship, teacher attitudes, teacher education and institutes, and testing. Citations for documents are each followed by an annotation edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. In this third annual supplement, lengthy document abstracts have been dropped in favor of brief annotations, supplemented by appropriate subject headings. (Author/JM)

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Number 40, August 1974

Human Relations in the Classroom: An Annotated Bibliography Supplement 3

Raja Jayatilleke

UD 014 300

ERIC Information Retrieval Center on the Disadvantaged
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This CIJE supplement to the three preceding bibliographies on human relations in the classroom* includes documents announced in the CIJE issues of Research in Education (RIE) and journal articles cited in the CIJE issues of Current Index to Journals in Education (CIJE). Both a manual and a computer search were conducted using 37 descriptors (subject headings) from the Thesaurus of ERIC Descriptors.

In this third annual supplement, lengthy document abstracts have been dropped in favor of brief annotations, supplemented by appropriate subject headings. This change has been effected in view of the wider availability of ERIC through an increasingly greater number of libraries. Where full abstracts of the documents can be read and where, in rare cases, the documents are on ERIC microfiche. Journal article citations continue to be followed by suitable subject headings and, in many cases, by brief annotations.

The availability of the ERIC documents cited here is explained in the "Availability Statement" on page ii. Please note that postage costs must be added to the prices which are quoted with the citations. Journal articles are not available through the ERIC system, but may be read in many college, university and public libraries.

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*Human Relations in the Classroom: An Annotated Bibliography. Revised Edition (Curriculum Bulletin No. 11, Fall 1971). (ED 055 921)

Human Relations in the Classroom: An Annotated Bibliography, Supplement 1 (Curriculum Bulletin No. 28, Fall 1972). (ED 069 917)

Human Relations in the Classroom: An Annotated Bibliography, Supplement 2 (Curriculum Bulletin No. 35, Fall 1973). (ED 088 614)

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Orders must be in writing and accompanied by a check or money order [illegible] number and type of reproduction (microfiche or hard copy) desired. [illegible] [illegible] [illegible]

1. [illegible], Frances M., [illegible], Charles G. A Cross-Cultural Study of the Affective Meanings of Color. [illegible] of Cross-Cultural Psychology, 4 (1): 119-31, June 1973.

Cross-Cultural Studies, Color, High School Students, Student Attitudes, Affective Behavior.

2. Allport, Gordon W., Weed, Josephine. Normative and Attributed Use of Adjectives Used as Moral Like Virtues. [illegible] of Social Issues, 27 (1): 179-87, 1971.

Attributes (Individuals), Value Scale, Discriminant Validity, Individual Characteristics, Individual Differences, Moral Development, Individual Psychology, Personality Traits, Psychology, A proposed interpretation of the findings described in the paper is presented, in accordance with the theory that the adjectives are not actually descriptive of the individual's behavior but rather reflect the individual's ideal self-concept.

3. Anderson, Douglass. Learning Disabilities. [illegible] 1973. 112p. [illegible]

Attitudes, Cross-Cultural Studies, Language Development, Learning Disabilities, Parent Attitudes, Psychological Evaluation, Psychological Testing, Special Education, Teacher Attitudes, Teaching Methods, Test Validity, This book is a guide to the identification of children with learning disabilities and a description of techniques and educational programs. Chapters discuss definitions, attitudes and educational programs, behavior, perceptual techniques, diagnostic and testing procedures, and parent involvement. Appendixes include a list of publishers and educational materials and a bibliography. (CL)

4. Davis, Lucy M., and Others. [illegible] of Social Issues and Personality as Related to a Group of Negro Urban Elementary School Children. [illegible] of Negro Psychology, 10: 3-17, April 1971.

Disadvantaged Youth, Elementary School Students, Moral Development, Caucasians, Moral Development, Negroes, A study compared the moral development of disadvantaged children with that of middle class children to determine if the moral development of disadvantaged children is delayed as a result of their environment, and also to examine the extent to which personal properties and moral judgment differ among disadvantaged children.

5. Gallatin, Clyde D. Blacks and Whites in the Realm of American Civil Rights. [illegible] Psychology, 4 (2): 2-6, Winter 1972.

Civil Rights, Civil Rights Movement, Negroes, Moral Development, Moral Values, Personality Development, Social Attitudes, Social Change, Social Psychology, Whites.

6. Haynes, Christopher, Crumbaugh, Craig D. Some Effects of Learning Disorders on Projective Handwriting of Normal Grade School Children. [illegible] of Moral Psychology, 7 (2): 105-9, June 1971.

Brain Functions, Normal Adolescents, Psychological Adjustment, Projective Techniques, Psychological Evaluation, Psychological Testing, Adjustment Problems, Learning Disabilities, Learning Disorders, Moral Development, Personality Development, Personality Traits, Psychology, Psychology, Psychology

Biracial Schools, Race Relations, High School Students; differential rates of avoidance and integrative behavior observed when race, sex, and school were controlled. Racial Differentials were found to be slight, but blacks consistently manifest integrative behavior more frequently than whites.

35. Cheatham, Harold E. Black Americans in White Colleges: A Season of Reassessment. Journal of Non-White Concerns in Personnel and Guidance, 1 (2): 111-9, January 1973.

Negro Youth, College Role, Educational Responsibility, Minority Groups, Social Responsibility; suggests some bases of the failure of white colleges serving minority Americans and provides some recommendations for these colleges in pursuing social and pedagogical responsibility to this population.

36. Christensen, Kathleen C.; Sedlacek, William E. Differential Faculty Attitudes Towards Blacks, Females and Students in General. College Park, Md., University of Maryland, Counseling Center, 1972. 14p. ED 074 418 (MF-$0.75; HC-$1.50)

College Faculty, College Students, Negro Students, Student Teacher Relationship; this project assessed the attitudes of faculty at the University of Maryland toward undergraduates in general, blacks, and females by administering a questionnaire to 204 faculty members.

37. Cohen, Michael. Effects of a College Course in the Politics of Race on Students' Attitudes Toward Blacks. Journal of Politics, 35 (1): 194-203, February 1973.

Student Attitudes, Race Relations, College Curriculum, Black Community, Political Socialization; study provides indirect evidence for substantiating several conditions under which course content is influential for changing political attitudes or behavior.

38. Connor, Michael E. Modifying Classroom Behavior: An Experiment Utilizing Black "Analysts" With Black Children. September 1972. 34p. ED 072 380 (MF-$0.75; HC-$1.85)

Behavior Problems, Black Community, Cultural Awareness, Negro Attitudes, Problem Children; among the findings were that: existing behavior procedures would have to be modified for cross-cultural use; many teachers would alter their definitions of problem behavior when asked to define it operationally; many behaviors labeled as problem by white teachers would be viewed as non-problem by black classroom behavior analysts; black teachers would be more successful in modifying black children's behavior than were their white counterparts; and, older children can act as their own mediator and thus effectively function to modify their own behavior if they so desire.

39. Cosby, Arthur G.; Picou, J. Steven. Structural Models and Occupational Aspirations: Black-White Variations Among Deep-South Adolescents. Journal of Vocational Behavior, 3 (1): 1-14, January 1973.

Occupational Aspiration, Adolescents, Educational Research, Racial Factors, Socioeconomic Influences; an analysis of the occupational aspirations of deep-South adolescents. An examination of the models constructed revealed that: (1) social class indicators accounted for the largest effect estimates; (2) residence was estimated with a smaller, yet statistically significant, portion of the variation; and, (3) the effect of race was negligible when controls were applied.

40. Cox, Adrienne Flore. The Receptiveness of Black Students to Dialects Sometimes Different From Their Own. 1971. 156p. ED 075 813 (Available from University Microfilms, Box 1764, Ann Arbor, Mich. 48106; Order No. 72-14,543, MF-$4.00, Xerography-$10.00)

Childhood Attitudes, Dialects, Elementary Grades, Ethnic Groups, Negro Attitudes; this study sought to determine what attitudes black children have at primary level, grade 5, and grade 8 regarding dialects sometimes different from their own, and what cues children use in identifying the race or ethnic background of speakers.

41. Curtis, Samuel M.; And Others. Teachers Respond to the Educationally Disadvantaged. Agricultural Education Magazine, 45 (11): 259, 262, May 1973.

Agricultural Education, Educationally Disadvantaged, Teacher Attitudes, Educational Research, Vocational Agriculture Teachers; reports on a 3-year research project entitled "Education in Agriculture for the Educationally Disadvantaged."

42. Cusick, Philip A.; Ayling, Richard J. Racial Interaction in an Urban Secondary School. February 1973. 16p. ED 076 725 (MF-$0.75; HC-$1.50)

Classroom Observation Techniques, Conflict, Race Relations, School Integration, Urban Education; through a 6-month participant observation, it was found that interracial interaction occurred only in the classrooms where students were academically motivated and the teaching was highly structured; blacks and whites avoided each other outside of the classroom to avoid racial violence.

43. Datta, Lois-ellin. Changes in Observed Social Interaction Among Children of Same and Other Ethnic Groups in Ethnically Heterogeneous Preschool Programs. Washington, D.C., National Institute of Education, November 1972. 12p. ED 077 569 (MF-$0.75; HC-$1.50)

Ethnic Relations, Preschool Education, Research Reviews (Publications), Socialization, Social Relations; focuses on some findings from the observations of social interactions among children attending a national sample of Head Start programs, the recommendations for research on socialization, and the significance of socialization research during the next decade.

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44. Davis, Junius A.; Borders-Patterson, Anne. Black Students in Predominantly White North Carolina Colleges and Universities. New York, N.Y., College Entrance Examination Board, 1973. 38p. ED 077 387 (MF-$0.75; HC-Not available from EDRS)

Higher Education, Negro Education, Negro Students, Students Attitudes, Student Opinion; this study addressed itself to the initial experiences and the subsequent adjustment to the institutional environment of black students in a range of 13 predominantly white, both public and private, institutions of post-secondary education in North Carolina.

45. De Anda, Diane. Chicanito in Checkmate. Edcentric, p24-7, October-November 1972.

Mexican Americans, Educational Disadvantagement, Student Needs, Culture Conflict, Student Experience; discusses the conflicts Chicano children face in accepting both their native Spanish culture and the Anglo culture of public education.

46. DeStefano, Johanna S. Language, Society, and Education: A Profile of Black English. 1973. 326p. ED 075 818 (Document available from Charles A. Jones Publishing Co., 4 Village Green, S.E., Worthington, Ohio 43085; $8.95, cloth)

English Instruction; Reading Instruction; Negro Dialects, Sociolinguistics, Teacher Attitudes; selections in this book reflect a concern for understanding urban ghetto vernacular and its implications for teachers.

47. de Zutter, Patricia. The Molding of an Inner-City Teacher. American Education, 9 (4): 22-7, May 1973.

Teacher Education, Teacher Experience, Urban Teaching, Student Teachers, Cooperative Urban Teacher Education (CUTE); immersion in life as they will find it is central to a program to prepare student teachers for the profession's toughest assignment.

48. Dimas, Chris. The Effect of Motion Pictures Portraying Black Models on the Self-Concept of Black Elementary Students. February 1973. 26p. ED 074 196 (MF-$0.75; HC-$1.85)

Elementary School Students, Identification (Psychological), Models, Negro Students, Self Concept: purpose of this study was to determine the effects of motion pictures utilizing black models on the self concept of black fourth and sixth grade students; that, perhaps, mediated black models may be effective in bringing about a more positive self concept among black students.

49. Dobbert, Marion L. Bilingual Education--No! Bicultural Education--Yes! Illinois Journal of Education, 63 (4): 5-9, 1972.

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Bilingual Education, Cultural Awareness, Cultural Pluralism, Mexican Americans, Cross Cultural Studies; examines the issues of life style and heritage, since few school persons are trained to deal with matters involved in the differing life styles of Mexican-American children.

50. Jobbs, Ralph C. Ghetto Students' Expressed Reasons for Attending Formal Classes. College Student Journal, 6 (4): 27-29, November-December 1972.

Continuation Education, Urban Population, Educational Needs, Individual Development; Ghettos; names three factors which describe why adult students pursue continuing education classes: personal educational/economic factor, personal self-development factor, and personal convenience.

51. DuCette, Joseph; Wolk, Stephen. Locus of Control and Levels of Aspiration in Black and White Cultures. Review of Educational Research, 42-4, 493-504, Fall 1972.

Aspiration, Self Concept, Culturally Disadvantaged, Behavioral Sciences; several populations of both culturally deprived and culturally advantaged students were assessed on a standard measure of personality as well as several indices of personal aspirations. By measuring an individual difference variable in different social milieus, it was found that the variable made strikingly different predictions in different settings.

52. Dykes, Archer R. Training Institute for Staff Members of School Systems With Multi-Cultural Schools. Memphis, Tennessee, University of Tennessee-Memphis State University, Center for Advanced Graduate Study in Education, June 1966. 58p. ED 073 058 (MF-$0.75; HC-$3.15)

Culturally Disadvantaged, Inservice Education, Integration Methods, Teacher Education, Racial Integration; this report of a training institute for staff members of school systems with multicultural schools indicates that participants became more knowledgeable and understanding of problems of the culturally disadvantaged and more willing to take positive action.

53. Iby, Maureen A. Socioeconomic-Ethnic Status Inconsistency Vis-A-Vis Students' Potential for Mobilization. An Examination of Status Relationships. August 1972. 17p. ED 070 997 (MF-$0.75; HC-$1.50)

Activism, College Students, Socioeconomic Status, Student Attitudes; it was found that the more actively mobilized students were recruited from the low ascribed/high achieved status backgrounds, while the more passive or politically apathetic students were recruited from exactly the opposite--high ascribed/low achieved status backgrounds.

54. Edwards, Ozzie L. Skin Color as a Variable in Racial Attitudes of Black Urbanites. Journal of Black Studies, 3 (4): 473-84, June 1973.

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Racial Attitudes, Black Community, Social Stratification, Racial Discrimination, Urban Population.

55. Entwistle, Doris R.; Webster, Murray, Jr. Expectations in Mixed Racial Groups. February 1973. 18p. ED 074 [illegible] (MF-$0.75; HC-$1.50)

Elementary School Students, Expectation, Group Status, Intervention, Racial Integration; when the race of the experimenter matches the race of the treated child, significant increases in the expectations of the treated child occur; when the race of the experimenter differs from that of the treated child, significant increases occur for black children interacting with white adults, but not for white children interacting with black adults. These effects for children in racially-mixed groups disagree with earlier work on single-race groups.

56. Dubenko, Eugene E. A Study of Teachers' Perceptions of Essential Teacher Attributes in Defacto Segregated High Schools. Education, 93 (4): 373-80, April-May 1973.

Defacto Segregation; High Schools, Teacher Attitudes, Teacher Characteristics, Racial Differences; presents a study of 97 teachers from 6 defacto segregated high schools in a large midwestern school district on their perceptions of the teacher attributes most essential for success in their school.

57. Evaluation of a Training Program for Community College Educators of Culturally Deprived Students. Honolulu, HI., University of Hawaii, School of Social Work, [1970] 58p. ED 074 023 (MF-$0.75; HC-$3.15)

Academic Achievement, Community Colleges, Poverty Programs, Teacher Programs, Teacher Education; this training program was developed to provide community college educators with a deeper understanding of the nature of poverty and the manner in which poverty and deprivation affect the students' ability to learn in the formal educational system.

58. Ewing, Dorlesa B. The Relations Among Anomie, Dogmatism, and Selected Personnel-Social Factors in Asocial Adolescent Boys. Journal of Social Issues, 27 (4): 159-69, Fall 1971.

Anti Social Behavior, Adolescents, Social Attitudes, Self Concept, Personality Problems.

59. Felice, Lawrence G. Mexican-American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socio-Economic Deprivation. 1973. 26p. ED 075 126 (MF-$0.75; HC-$1.85)

Academic Achievement, Cultural Isolation, Equal Education, Mexican Americans, School Integration; study evaluates the relative importance of school socioeconomic and racial-ethnic context for Mexican-American student achievement and dropout behavior.

ERIC Clearinghouse

60. Fillmer, H.T., Hunt, Mary Vernon. Language Patterns of Disadvantaged Children. Education, 92 (2): 164-8, November-December 1971.

Language Patterns, Disadvantaged Youth, Nonstandard Dialects, Elementary School Students, Transformational Grammar, Study attempts to find to what extent and in what manner the language patterns of a selected group of disadvantaged pupils differed from standard patterns.

61. Fishman, Thomas D., Kuna, Paul R. Cultural Prejudice: How Pervasive. California Council for the Social Studies Review, 12 (4): 13-5, Spring 1971.

Cultural Differences, Cross Cultural Studies, Ethnic Prejudice, Cultural Awareness, Latin America; reading materials are discussed which are intended to eliminate the cultural prejudice which persists between students and teachers who do not recognize cultural values in another area of the world. Latin America is used as an example.

62. Francis, Kenneth. Effects of "White" and of "Black" Examiner Voices on the IQ Scores of Children. Developmental Psychology, 4 (1): 144, January 1971.

Examiners, Speech, Racial Factors, Testing, Performance Factors; the dissimilarity between black and white voices failed to affect the IQ scores of black children, but it appeared to be an important variable with regard to the IQ test performance of white children.

63. Frost, James H. The Influence of Non-White Pupil Classroom Composition on Classroom Quality. New York, N.Y., Columbia University, Institute of Administrative Research, June 1971. 49p. ED 060 429 (MF-$0.65, HC-$3.29)

Behavior Change, Classroom Environment, Classroom Integration, Racial Balance; this study is an attempt to answer the question: Does the classroom ratio of non-white to white pupils influence the quality of the behavior of the participants in integrated classrooms?

64. Friend, Ronald M., Neale, John M. Children's Perception of Success and Failure: An Attributional Analysis of the Effect of Race and Social Class. Developmental Psychology, 7 (2): 124-8, September 1972.

Perception, Racial Factors, Social Factors, Task Performance, Childhood Attitudes; major finding of the study was that white children judged that ability and effort were relatively more important for their performance than task difficulty and luck, while the reverse was true for blacks.

65. Friend, Ronald M., Neale, John M. Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report. Stony Brook, N.Y., State University of New York, November 1971. 21p. ED 075 154 (MF-$0.65, HC-$3.29)

[illegible]

Academic Achievement, Disadvantaged Youth, Elementary School Students, Motivation, Perception; attribution theory provides a way of interpreting achievement motivation which ties together the achievement motive and the sense of control variable. The research described in this study was directed toward an attribution theory explanation of academic achievement of Negroes.

64. Peloton, Esther. Militancy Among Mexican-American High School Students. Social Science Quarterly, 53 (4): 800-07, March (1973).

Activism, Student Participation, Mexican Americans, High School Students, Student Attitudes; the theory that militancy was unique to Negro students and significantly with the level of Spanish-ness, perpetuation of its orientation, and acceptance of manners of militancy of white and is no more likely response among Negro than Mexican was in any apparent

67. Gallagher, Ralph E. Some Imperatives for Inner-City Youth With Implications for Industrial Arts. [illegible] Industrial Arts Education, 32 (4): 34-37, September (1973).

Inner City, Disadvantaged Youth, Urban Education, Curriculum Development, proposes eight imperatives in for meeting the inner-city crisis

68. Gardner, Ruth Ingrell Anderson. The Relationship of Self-Image and Variables Associated With Reading for Eighth Graders From Middle Class and Ghetto Schools. [illegible] Michigan, 1972. 180 pp. [illegible] Abstracts International, 33 (2): 814-A, August (1972).

American Indians, Grade 8, Intelligence Factors, Reading Achievement, Pima Indians; Findings of this study established a need to continue programs to raise the self-esteem of Pima Indian children, provide reading instruction based upon enhancing them to [illegible] self-esteem through the valuing of his own language, interests, [illegible] and, respect attitudes reflecting Pima culture which [illegible] self-esteem and school achievement.

69. Garcia, Alan Mario. Self Image in a Multi-Cultural Classroom. Self-Image Inventory for the Social Studies Teacher, 12 (4): 13-15, Spring (1973).

Cultural Awareness, Ethnic Cultural Studies, Ethnic Groups, Self Concept, Academic Achievement, when the educational [illegible] between the majority and minority group members is examined, [illegible] cultural variables related self image appear to be significant. [illegible] dealing with the concept of multicultural democracy, [illegible] multi-ethnic programs must be initiated.

70. Garcia, Ricardo. Social Identities in Anglo and Latin H Environments. Social Forces, 51 (4): 477-84, June (1973).

[illegible]

[illegible]

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110. Koslin, Sandra; And Others. Classroom Racial Balance and Students' Interracial Attitudes. Sociology of Education, 45 (4): 386-407, Fall 1972.

Racial Balance, Racial Attitudes; relationships between classroom racial balance and third graders' interracial attitudes were analyzed. Interracial attitudes were more favorable in balanced than in unbalanced classes. Results suggest that classroom racial balance is strongly related to students' interracial attitudes.

111. Kranz, Peter L. A Racial Confrontation Group Implemented Within a Junior College. Negro Educational Review, 23 (2 & 3): 70-80, April/July 1972.

Race Relations, Racial Attitudes, Sensitivity Training, Group Relations, Program Descriptions; describes a group process designed to bring into consciousness negative attitudes about race. Groups, directed by trained professionals, have been a catalyst in reducing racial tensions.

112. Kron, Kenneth N.; Faber, Charles F. How Does the Teacher Cope With the Culture Shock? Clearing House, 47 (8): 506-8, April 1973.

Culture Conflict, Teacher Attitudes, Subculture, Teacher Behavior, Educational Problems; short presentation focusing on a human predicament which has caused distress among pupils and serious anguish within the teacher.

113. Krosky, Roy C. The Inner City Teacher Education Program. September 1971. 86p. ED 067 378 (MF-$0.75; HC-$4.20)

Cultural Awareness, Culture Contact, Field Experience Programs; Teacher Education, Urban Education; this program, designed by tne University of Northern Colorado, emphasizes the preparation of prospective teachers for working in urban schools whose populations are composed of children from culturally diverse backgrounds. Objectives developed were: the prospective teacher's understanding of and attitudes toward himself, pupils and the processes of education, and the educational system as an institution.

114. Landers, Thomas J. Cross-Cultural Experience: A Vital Component of Inservice Education. NASSP Bulletin, 57 (373): 92-4, April 1973.

Inservice Teacher Education, Travel, Enrichment Experience, Cross Cultural Training; cross cultural experiences must be a vital part of the teacher's preparation and professional growth.

115. Larkin, Ralph W. Class, Race, Sex, and Preadolescent Attitudes. California Journal of Educational Research, 23 (5): 213-23, November 1972.

Socioeconomic Status, Student Attitudes, Self Esteem, Race Influences, Sexuality; data indicate that there are greater differences in the attitudes between boys and girls than between racial, ethnic, and social class groups on these variables.

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116. Laughery, Wayne W.; Kittleson, Howard M. A Comparison of Inner City Attitude Changes Related to Four Different Learning Experiences. Urban Education, 7 (4): 357-70, January 1973.

Changing Attitudes, Educational Disadvantagement, Inner City, Teacher Education, Teacher Evaluation; description of an experimental program designed to increase the internalized understanding and sensitivity of future teachers toward inner city families.

117. Long, Samuel; Long, Ruth. Teacher-Candidates' Attitudes Regarding Poverty and the Disadvantaged. Urban Education, 7 (4): 371-82, January 1973.

Teacher Attitudes, Disadvantaged Groups, Socialization, Discriminatory Attitudes (Social), Teacher Evaluation; explores the question of whether certain individuals possess attitudes which increase the difficulty of relating positively to disadvantaged students, and, if so, what the genesis of such attitudes is.

118. Lopez, Mauel I. The Role of the Chicano Student in the Chicano Studies Program. EPOCA: The National Concilio for Chicano Studies Journal, 1 (2): 13-7, Winter 1971.

Ethnic Studies, Mexican Americans, Student Role, Chicano Studies.

119. Lutz, William D. Teaching Minority Students: Some Additional Comments. Freshman English News, 1 (3): 4, 9, Winter 1973.

Composition (Literary), College Freshmen, Minority Groups, Teacher Attitudes, Remedial Instruction.

120. Luvert, Walker. Black Curriculum. Social Science Record, 10 (1): 37-41, Fall 1972.

African American Studies, Curriculum Development, Teacher Attitudes, Cultural Education, Racial Attitudes; teachers of a black curriculum program must be able to hold black culture as a banner, worthy in itself of admiration and praise.

121. MacCann, Donnarae, Ed.; Woodard, Gloria, Ed. The Black American in Books for Children: Readings in Racism. 1972. 223p. ED 073 460 (Available from Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, N.J. 08882; $6.50)

Childrens Books, Literature, Negroes, Negro Literature; Racism; first section of the book contains essays discussing criteria for distinguishing between racist and non-racist children's books; the second section, discussing the presence of racism in some books awarded the Newbery Prize; the third section, discussing some more modern examples of alleged racist books; and the last section, focusing on racism and the publishing industry.

122. McGlathery, Glenn. Human Interaction in the Elementary Classroom. Science and Children, 10 (4): 26-7, December 1972.

Classroom Communication, Elementary School Students, Educational Philosophy, Human Relations, Open Education; describes the basic assumptions of humanistic approach in elementary classrooms. Brief description is included of several steps which teachers can take to be effective humanistic teachers.

123. Martig, Roger; DeBlassie, Richard. Self-Concept Comparison of Anglo and Indian Children. Journal of American Indian Education, 12 (3): 9-16, May 1973.

Composition (Literary), College Freshmen, Minority Groups, Teacher Attitudes, Remedial Instruction.

124. Mason, Peter F. Some Characteristics of a Youth Ghetto in Boulder, Colorado. Journal of Geography, 71 (9): 526-40, December 1972.

Geography Instruction, Urban Areas, Ghettos, Population Distribution, Urban Environment; a model,which examines the ghetto formed near the University of Colorado by urban change, university growth, and partial cultural realignment with the student-youth community,is detailed.

125. Masters, John C.; Peskay, Joel. Effects of Race, Socioeconomic Status and Success or Failure Upon Contingent and Noncontingent Self-Reinforcement in Children. Developmental Psychology, 7 (2): 139-45, September 1972.

Self Reward, Reinforcement, Socioeconomic Status, Racial Factors, Social Comparison; black children of both SES levels behave like lower-SES white children showing a relatively high level of self gratification.

126. Mastroianni, Mike; Khatena, Joe. The Attitudes of Black and White High School Seniors Toward Integration. Sociology and Social Research, 56 (2): 221-7, January 1972.

Caucasian Students, High School Students, Negro Students, Racial Attitudes, Student Attitudes.

127. Masuda, Minoru; And Others. The Ethnic Identity Questionnaire: A Comparison of Three Japanese Age Groups in Tachikawa, Japan, Honolulu, and Seattle. Journal of Cross-Cultural Psychology, 4 (2): 229-46, June 1973.

Identification (Psychological), Japanese Americans, Ethnic Studies, Questionnaires.

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128. Maxson, Robert C. An Analysis of the Influence of Sex, Intelligence, and Socioeconomic Background on the Modification of Ethnocentric Attitudes. [No date] 18p. ED 072 098 (MF-$0.75; HC-$1.50)

Attitude Tests, Ethnic Relations, Psychological Testing, Student Attitudes, Racial Attitudes; results of this study indicate that factual information favorable to minority ethnic groups lowered expressed ethnocentric attitudes; both high and low ethnocentric groups became more tolerant in the expression of their feelings toward members of minority ethnic groups; and, expressed prejudicial attitudes toward minority groups were substantially reduced.

129. Maykovich, Minako Kurokawa. Stereotypes and Racial Images--White, Black and Yellow. Human Relations, 25 (2): 101-120, April 1972.

Racial Attitudes, Caucasians, Negroes, Japanese Americans, Stereotypes; compares the racial images of whites, blacks, and certain "yellows" (Japanese Americans) as mutually perceived and differentially perceived by age-groups.

130. Menchise, Donald Nicholas. Racial Bias as a Determinant of Literary Preference and the Relationship of Selected Variables to Patterns of Preference and Rejection of Literary Works Whose Author's Race is Known. 1972. 135p. ED 078 402 (Available from University Microfilms, Box 1764 Ann Arbor, Michigan 48106; Order No. 72-32,236; Xerography-$10.00)

Negro Literature, Poets, Racial Differences, Racial Discrimination, Student Reaction; fifty black and 50 white students from grades 11 and 12 were asked to rank in order of their preference ten poems written by black and white authors; analysis of the data revealed a significant difference in the way the races responded to the poems.

131. Merkin, Donald H. Ethnic Differences in Mobility Attitudes: A Comparison of Mexican American and Anglo Female High School Students. January 1972. 69p. ED 078 977 (MF-$0.75; HC-$3.15)

Anglo Americans, Mexican Americans, High School Students, Females, Mobility; the findings of this study showed that the two groups were almost identical for levels of occupational aspiration; middle status Mexican Americans to be less active in their world view, lower status students to be oriented toward outside employment; while lower status Anglos preferred homemaking; SES was the only major distinction between the groups.

132. Michel, Donald E.; Farrell, Dorothea Martin. Music and Self-Esteem: Disadvantaged Problem Boys in an All-Black Elementary School. Journal of Research in Music Education, 21 (1): 80-4, Spring 1973.

Music, Self Esteem, Negro Students, Males, Elementary School Students; purpose of this study was to determine whether or not the learning of simple musical performance skills would affect self-esteem in such

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boys who were described as having learning and behavior problems in their classrooms.

133. Miller, Douglas R. School-Related Attitudes of Inner-City Junior High Students. February 1973. 23p. ED 076 725 (MF-$0.75; HC-$1.50)

High Schools, Learning Motivation, School Attitudes, Student Alienation, Student Attitudes; study focuses on finding out more about the attitudes toward school held by inner city children, using an attitude survey; some students felt that learning was 'pleasurable' experience, and that some students were "turned-off"; that the schools contributed to the turning-off process.

134. Miller, LaMar P. The Strengths of the Black Child. Instructor, 82 (8): 20-1, May 1973.

Self Concept, Negro Students, Negro Culture, Minority Group Children, Student Teacher Relationship; lists the cultural strengths that the black child brings to the educational environment.

135. Miller, Trexton R.; Strickland, Cecil L. Teacher Attitudes and Teacher Adoption of Concepts and Practices in Programs for the Disadvantaged. Raleigh, N.C., North Carolina State University, School of Education, 1972. 41p. ED 067 459 (MF-$0.75; HC-$1.15).

Changing Attitudes, Disadvantaged Youth, Teacher Attitudes, Teaching Methods, Vocational Education; study on teacher attitudes and practices is a followup of 85 teachers who one year earlier had attended an institute on the disadvantaged. The objectives of the questionnaire survey were to determine whether there was a difference between teachers' attitudes and their perception of their administrators' viewpoints, and to determine the extent to which teachers adopted a group of selected practices in a program for the disadvantaged.

136. Millins, Ken. The Preparation of Teachers to Educate Minority Groups. London Educational Review, 2 (1): 5-11, Spring 1973.

Minority Group Children, Teacher Education, Educational Problems, Migrant Child Education, England; reports and discusses the findings of the National Foundation for Educational Research Questionnaire, sent out in March 1971 to 250 primary and secondary schools in England, which sought to determine how well probationers and experienced teachers are prepared to educate children of minority groups.

137. Nale, Linda D.; Astin, Alexander W. Personal Characteristics and Attitude Changes of Student Protesters. Journal of College Student Personnel, 13 (3): 230-49, May 1973.

Individual Characteristics, Changing Attitudes, Activism, Student Participation, Student Behavior; specific goal of this study was two-fold: to determine those characteristics of the entering freshman that predict his participation in campus demonstrations and to

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investigate the relation between participation in protest as a stressful and attitude changes during the first year of college.

136. Montare, Alberto; Penna, Gloria. Language Aggression: An Exploratory Study Amongst Black and Puerto Rican Youth. March 1971. 24p. EDRS $0.65 HC $3.29.

Aggression, Language Proficiency, Males, Negroes, Puerto Ricans, suggests that the study substantiates the idea that disruptive classroom aggression can be reduced by improving language proficiency.

137. Morland, J. Kenneth. Racial Attitudes in School Children: From Kindergarten Through High School. Final Report. Lynchburg, Va., Randolph-Macon Woman's College, November 1971. 41p. EDRS $0.65 HC $1.61).

Elementary School Students, Kindergarten Children, Racial Attitudes, Secondary School Students, Virginia, as age increased, black respondents moved toward a more favorable rating of their race and a less favorable rating of whites; findings suggested a modification of the assimilation theory of racial prejudice by supporting the presence of multiple rankings of racial ethnic groups.

138. Moses, E. Gassonia; And Others. Measuring Self-Concept of Minority Group Pupils. Journal of Negro Education, 42 (1): 85-8, Winter 1973.

Self Concept, Minority Group Children, Educational Diagnosis, Elementary School Students, Disadvantaged Youth; compares the results of self-report instruments in the measurement of the effect of ethnic group membership and history upon the self concept of disadvantaged students, and analyzes these effects across the two instruments.

141. Sowell, Arnold A. A New Dynamic for Training Inner-City Teachers. Journal of Teacher Education, 23 (4): 423-26, Winter 19[illegible].

Teacher Education, Urban Teaching, Racial Balance, Teacher Attitudes, Microteaching; describes a systematic role-oriented approach to the preparation of teachers for inner-city schools, by familiarizing them with the students and setting before their student teaching experience.

142. Newton, James E. The Suburban Disadvantaged Teacher: Unchallenged Dilemma in Education. Education, 92 (3): 138-40, November-December 1971.

Case Studies, Student Teacher Relationship, Teacher Attitudes, Racial Attitudes, Suburban Disadvantaged; describes the "Case of Mrs. J." which illustrates a classroom situation involving a black student, who, despite his efforts, is continually given a back seat by Mrs. J.

147. Oliver, Henry D. Effects of Change in Academic Value of Self-Concept of Academic Ability of Black and White Compensatory Education Students. Journal of Negro Education, 41 (4): 365-8, Fall 1972.

Self Concept, Role Theory, Compensatory Education, ... Student Ignorance, Library Preparation, reports the findings of a ... study designed to identify the level of self-concept of academic ... of black and white pre-college compensatory education students upon ... ment in, and completion of, a compensatory education program.

144. Oliver, Nancy S. Environmental Change and the Self-Concept of Academic Ability of Disadvantaged Urban Students. [illegible] (1970) 143-50, [illegible].

Self Concept, Disadvantaged Youth, Urban Youth, Socio-economic Influences, Self Concept of Academic Ability Scale, Negative Kindergarten Subjects, Black Three Subjects who Remained within Their Same ... Environment but Were Unable to Achieve a Positive Change in Move in Self Concept of Academic Ability Score than Three Subjects who were to Improve Their Environment.

145. Perry, Charles F., Carter, Lorraine B. Engrained on the School Environment Interests of Black Lower-City Youth. [illegible] 21 (2): 109-14, December [illegible].

Disciplined Interests, Negro Youth, Disadvantaged Pupils, Interests, The Relationship between Improved and Evoked Disciplined Interests is Analyzed. Together with Difficulties in Coordinating for Both Are Theories Changed.

146. Dubois, E. C., and Others. Alienation from Employment. School Guidance Worker, 26 (3): 8-43, January-February [illegible].

Student Alienation, Family Relationship, Student Interest Relationship, Social Values, Counseling Services, Focuses on the ... Alienation among ... people. Alienation is discussed in relation to employment, authority, family, religion, and technology.

147. Van Fleet, Clive. The Change in Self Image of Dakota Sioux Youth [illegible] Through the Development and Testing of [illegible] Curriculum. Final Report. Pine Ridge, S. Dakota, Red Cloud Indian School, Inc., Oglala Sioux Culture Center, July [illegible]. [illegible] ED 047 [illegible] MF $0.75, HC $3.32.

American Indians, Cultural Background, Curriculum Development, Grade 8, Self Concept, Oglala Sioux, This project endeavors [illegible] to give the student opportunity to acquire factual knowledge as well as to ... experience and ability.

148. Oliver, Albert I., and Others. Campus Unrest and Its Resolution in Schools of Changing Ethnic Composition. [illegible] ED 047 [illegible] MF $0.75, HC $3.32.

Activism, Information Theory, Student Teacher Relationship, Student School Relationship, Student Behavior, Describes the ... setting and History of campus unrest in one California school district ... led to the evolution of a new program of intervention.

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[illegible] Educational Opportunity Programs. Encouraging Education. School Participation, Educational [illegible] to participate in areas of study for [illegible] Higher School Graduates and make the requirements of the State Educational Code, while preserving Academic Achievement Standards for Students with Good Learning Opportunities. All Activities for Legislative and Information so as [illegible] with the requirements of Federal Support Programs.

[illegible] Privileges of Institutes for Training Teachers of Exports, and Art Center Students. Preparing Educational Degree. The Student Service Project Colleges. [illegible] Bill [illegible] [illegible] [illegible].

Scholastic Achievement. Experience Teacher Education. Institutes Offering Programs. Historic Groups. Student Teacher Universities. All Institutes for Teachers in Metropolitan Regional Students. Informal Studies in the Physical, Economic, Academic, and Educational Backgrounds and Problems of the Needs and Interests, Students.

Wells, Harold M. [illegible] in Race Relations, Books and Minor in Public Education. Harcourt [illegible] Bks. [illegible] [illegible] [illegible].

Racial Integration, Higher Education, Negro Teachers, Race Relations, Teacher Integration, with an [illegible] Assessment to Examine the social [illegible] of Negro Faculty in predominantly white colleges and universities with Short White and Black colleges.

Wells, Harold M. Student Personnel. A Study [illegible] for Black Faculty, [illegible] of Black Students. 7 vii. 185-[illegible] [illegible].

African American Studies. Negro Colleges, Activists, College Faculty, Political Attitudes, the [illegible] of Black students for Black Faculty, Black student organizations, and the study of African Languages and types of experiences that students and white Faculty and Administrators have with Black students in Universities. This paper examines the attitudes of Black Faculty in White colleges toward student behavior.

Wells, Harold M. The Attitudes of Black Graduate Students Are Black Colleges. [illegible] of Negro Education, 41 (4): 548-55, Fall 1972.

Negro Colleges, Negro Teachers, Professors, Educational Attitudes, Graduate Students, Compares a study of both the privileges of Black professors in predominantly White colleges and universities to those in Black colleges and to determine effects on certain Black students, and the contributions of the respondents in Black colleges.

Willie, Charles V. Teacher Judgments of Students Attitudes. [illegible] Education, 41 (4): 373-5, Brooklyn College, 1972.

[illegible]

[illegible]

[illegible]

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185. Stone, James C., Ed.; DeNevi, Donald P., Ed. Teaching Multi-Cultural Populations: Five Heritages. 1971 479p. ED 074 177 (Document available from Van Nostrand Reinhold Co., 450 West 33rd Street, New York, N.Y. 10001; $4.95)

Cultural Pluralism, Educational Problems, Ethnic Groups, Ethnic Studies, Teacher Education; this book as an attempt to help fill the tremendous gap that presently exists between teachers' will to become more skillful with multicultural student populations and the short supply of the quality materials needed urgently in order to do so.

186. Stones, Michael E. School Administrator Attitudes and Racism. Integrated Education, 11 (2): 54-9, March-April 1973.

Administrator Attitudes, Racial Discrimination, Ethnic Stereotypes, Administrator Education; reports a study with school principals as respondents in Texas who were white, black and Chicano. Results indicate that further training, screening, and more research are needed.

187. Sue, Derald W.; Kirk, Barbara A. Psychological Characteristics of Chinese American Students. Journal of Counseling Psychology, 19 (6): 471-8, November 1972.

Student Characteristics, Psychological Characteristics, Chinese Americans, Minority Groups; Cultural Factors; results indicated that Chinese American students (1) scored higher on quantitative and lower on verbal sections of the ability test; (b) tended to be more interested in the physical sciences; and, (c) were more conforming, preferred concrete-tangible approaches to life, and experienced greater emotional distress than other students.

188. Sussna, Frances. Ethnic Studies Can Be Upbeat. Today's Education, 62 (1): 33-6, January 1973.

Ethnic Studies, Cultural Factors, Self Concept, Cultural Awareness, Peer Groups; in order to help children obtain a more realistic knowledge and a healthier understanding of what racial and ethnic identities mean, projects for expanding student awareness of different ethnic groups are presented.

189. Swick, Devin; Lindberg, Dormalee. Dealing With Problems of Cultural Differences Among College Students. College Student Journal, 6 (4): 63-4, November-December 1972.

College Students, Minority Groups; Cultural Differences, Experience; focus of this paper is on strategies to redevelop college and university curriculum programs and classroom instructional approaches in order to make them relevant and desirable to the culturally different college student.

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190. Swick, Kevin J.; Lamb, Morris. A Conceptually Based Social Studies Model for the Training of Teachers: Emphasis on Improved Racial Attitudes, Knowledges, and Activities. November 1972. 7p. ED 073 023 (MF-$0.75; HC-$1.50)

Models, Preservice Education, Racial Attitudes; Social Studies, Teacher Attitudes; a model training program for improving racial attitudes and behaviors of future teachers is presented in this paper.

191. Swick, Kevin J.; Lamb, Morris L. Development of Positive Racial Attitudes, Knowledges and Activities in Pre-Service Social Studies Teachers. Carbondale, Illinois, University of Southern Illinois, College of Education, January 1972. 21p. ED 073 025 (MF-$0.75; HC-$1.50)

Preservice Education, Racial Attitudes, Social Studies, Teacher Attitudes; contains information on aspects of social studies teachers' racial attitudes, knowledge, and skill in implementing relevant ethnic-racial activities in the classroom.

192. Swick, Kevin J.; Hoskins, Jennifer. Exploring the Perceptions of Disadvantaged Preschool Children Toward Familiar and Unfamiliar Family Settings. Education, 92 (3): 123-7, November-December 1972.

Preschool Children, Perception, Childhood Attitudes, Family Environment, Disadvantaged Youth; a subsidiary purpose of this study was to explore initially the value of visual representations of family life as tools to improve the family perceptions of preschool disadvantaged children.

193. Tajfel, Henry; And Others. The Devaluation of Children by Their Own National and Ethnic Group: Two Case Studies. British Journal of Social and Clinical Psychology, 2 (3): 235-43, September 1972.

Cross Cultural Studies, Comparative Analysis, Ethnic Status, Identification (Psychological), Ethnic Groups.

194. Tate, George A. Toward a Black Psychology of the Healthy Personality. Colorado Journal of Educational Research, 12 (1): 21-3, Fall 1972.

Psychology, Negro Attitudes, Identification (Psychological), Self Concept, Black Community.

195. Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students. Mexican American Education Study. Washington, D.C., Commission on Civil Rights, March 1973. 68p. ED 073 881 (MF-$0.75; HC-$3.15)

Anglo Americans, Classroom Integration, Interaction Process Analysis, Mexican Americans, Teacher Influence; significant differences were found between Mexican American and Anglo students in terms of teacher praise or encouragement, acceptance or use of student ideas, questioning, positive response, all non-criticizing talk, and all student speaking.

196. Templeton, Ronald K.; Hawkins, Michael L. Social Studies Teaching Strategies for the Disadvantaged Secondary School Student: Notes From the Research on Inductive Modes. Education for the Disadvantaged Child, 1 (1): 6-9, Winter 1973.

Disadvantaged Youth, Social Studies, Teaching Techniques, Inquiry Training, Curriculum Evaluation; examines research in social studies education in regard to inquiry, focusing on the question, "Will inquiry strategies work for the disadvantaged?"

197. Thomas, Tim. The Student Movement at Southern University. Freedomways, 13 (1): 14-27, Winter 1973.

Activism, Negro Colleges, Administrator Attitudes, Student Attitudes, Civil Disobedience; relates the present status and problems of Southern University students in manifesting their belief that black colleges should serve the interests of the black community.

198. Tita, Kathleen M.; Baker, Georgia Pitcher. Self-Concept of the Disadvantaged Child and its Modification Through Compensatory Nursery School Experience. February 1973. 10p. ED 080 197 (MF-$0.75; HC-$1.50)

Disadvantaged Youth, Early Experience, Kindergarten Children, Preschool Education, Self Concept; effects of nursery school experience on the self concepts of disadvantaged and non-disadvantaged kindergarten children attending 5 public schools located in low socioeconomic areas and 5 public schools not considered to be serving a disadvantaged population were assessed. Results indicated a higher self concept for the nursery school as opposed to the non-nursery school group; and also for the non-disadvantaged group as opposed to the disadvantaged group.

199. Trowbridge, Norma. Self-Concept and Socioeconomic Status in Elementary School Children. American Educational Research Journal, 9 (4): 525-37, Fall 1972.

Self Concept, Socioeconomic Status, Elementary School Students, Coopersmith Self Esteem Inventory (CSEI): results show that low SES children have higher self concept scores.

200. Tunteng, P. Kiven. Racism and the Montreal Computer Incident of 1969. Race, 14 (3): 229-40, January 1973.

Racism, Racial Discrimination, Negro Students, Social Structure, Canada; analyses the events that led to the racial explosion at Sir George Williams University in Montreal in the context of both Canadian attitudes toward racism and the position of blacks in that country.

201. Vietze, Peter M.; Sigel, Irving E. A Study of Race and Class Heterogeneity Among Preschool Children. April 1971. 15p. ED 080 155 (MF-$0.75; HC-$1.50)

Behavior Patterns, Childhood Attitudes, Preschool Children, Racial Attitudes, Socioeconomic Status; it was hypothesized that racial

self-selection could be explained in terms of SES level and that interracial contact when different SES children were included would serve to counteract racial stereotypes and self-selection.

202. Wagner, Hilmar. Attitudes Toward and of Disadvantaged Students. Adolescence, 7 (28): 435-46, Winter, 1972.

Disadvantaged Youth, Student Attitudes, Teacher Education; gives an eight-point plan for building rapport with disadvantaged students.

203. Walters, Hubert. Black Music and the Black University. Black Scholar, 3 (10): 14-21, Summer 1972.

Negro History, Negro Culture, Music Education, Negro Colleges, Relevance (Education); suggests some specific ways in which the music programs of the black university may be altered or completely changed so that they are more relevant to the needs of black students.

204. Washbaugh, Bill. Correlates of Attitude Variability of Young Puerto Rican Men in Milltown, New England. March 1971. 14p. ED 072 138 (MF-$0.75; HC-$1.50)

Acculturation, Changing Attitudes, Ethnology, Puerto Ricans, Young Adults; length of residence coupled with economic factors produce attitudinal contrasts among those men who have immigrated directly to Milltown.

205. Washington, Ernest D. Politicizing Black Children. Black Scholar, 4 (8-9): 2-7, May-June 1973.

Political Socialization, Negro Youth, Childhood Attitudes, Negro Attitudes, Political Attitudes; black children, like all children in all cultures, acquire the attitudes, values, and behaviors of the culture in which they grow up, including those relating to government and its administration.

206. Wax, Douglas E. Self Concept in Negro and White Preadolescent Delinquent Boys. Child Study Journal, 2 (4): 175-84, 1972.

Delinquents, Self Concept, Racial Differences, Males, Role Perception; results obtained on the semantic differential seem to suggest that the Negro preadolescent delinquent identity is an aspect of self perception shaped by opportunities within the society, and the perception of the adult sex role. For the similar group of white delinquents, the criminal role remains ego-alien, that is, at conflict with the concept of self.

207. Weidenheimer, Ruth E.; And Others. The Attitudinal Changes Produced by Intensive Art-Related Experiences for Culturally Deprived Students and the Resultant Effects on Participating Student Teachers and Classroom Teachers. Final Report. Orlando, Florida, Florida Technological University, July 1972. 82p. ED 069 836 (MF-$0.75; HC-$4.20)

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Art Education, Changing Attitudes, Culturally Disadvantaged, Elementary School Students, Preservice Education; this experimental program was designed to test four theories dealing with an intensive series of art and art-related experiences presented to a culturally deprived elementary school population by senior-year student-teachers using performance-based modules of instruction.

208. Wells, Elmer E. Black Studies, an Educational Dilemma. Negro History Bulletin, 36 (2): 29-33, February 1973.

African American Studies, Educational Problems, Educational Innovation, Racial Attitudes, Curriculum Development; reviews the current status and focus of black studies within the educational milieu.

209. White, Doris Ann. Effectiveness of Afro-American Studies on the Racial Attitudes of Young White Children. 1971. 142p. ED 070 041 (Available from University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106; Order No. 72-12,430, MF-$4.00; Xerography-$10.00)

African American Studies, Changing Attitudes, Primary Grades, Racial Attitudes; findings indicate that a program of Afro-American Studies can be implemented with primary grade children and that such a program may make a difference in the racial attitudes of white children.

210. White, Kinnard; Knight, James H. School Desegregation, Socioeconomic Status, Sex and the Aspirations of Southern Negro Adolescents. Journal of Negro Education, 42 (1): 71-8, Winter 1973.

High School Students, Negro Students, School Integration, Academic Aspiration, Occupational Aspiration; subjects for this study were Southern Black high school seniors selected in the Spring of 1969 from both segregated and desegregated high schools located in school systems that permitted students to choose which one of two high schools to attend.

211. Williams, Clarence C.; Lyons, James E. Black Coeds on a White Campus. Integrated Education, 10 (5): 61-4, September-October 1972.

Negro Students, College Students, Females, Student Adjustment, Dating (Social); argues that many of the problems that black women students have in adjusting to predominantly white colleges are rooted in the scarcity of black males available for social life and dating.

212. Williams, John E.; And Others. Preschool Racial Attitude Measure II. [1972] 30p. ED 069 336. (MF-$0.75; HC-$1.85)

Attitude Tests, Childhood Attitudes, Preschool Children, Racial Attitudes, Preschool Racial Attitude Measure; describes a lengthened and otherwise revised Preschool Racial Attitude Measure (PRAM II) as a useful measure in attitude development and modification studies of young children.

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213. Williams, John E. Racial Attitudes in Preschool Children: Modification via Operant Conditioning, and a Revised Measurement Procedure. 1972. 17p. ED 069 436. MF-$0.75, HC-$1.50

Measurement Techniques, Operant Conditioning, Preschool Children, Racial Attitudes, Semantic Differential, Findings of this study indicate that a child's racial attitudes may be associated with certain parental variables, and that racial attitudes may partially result from the child's early learning experiences involving light and darkness.

214. Williams, Lois. Literature and Human Relations. California Council for the Social Studies Review, 12 (4): 47-9, Spring 1973.

Human Relations, Individual Differences, Self Concept, Interpersonal Relationship, Reading Materials.

215. Willie, Charles V. The Social Adjustment of Negro and Poverty Children. [1971] 12p. ED 073 811 MF-$0.75, HC-Not available from EDRS

Bus Transportation, Negro Youth, Social Adjustment, A discrepancy existed between the opinions of teachers and students about their adjustment. Teachers tended to rate white students as well adjusted more often than they themselves did and black students as poorly adjusted more frequently than they themselves did. It is considered that this tendency on the part of the white teachers may result from a persistence of racial myths and social barbarism.

216. Worcester, Everett, Kalbaugh, Carl. Socioeconomic Status, Ethnic Background, and Student Unrest. Clearing House, 47 (2): 87-90, October 1972.

Secondary Schools, School Environment, Student Alienation, Organizational Climate, Socioeconomic Status, Discusses the results of a study that concentrates on the discontented attitude on the part of students toward school and its objectives expressed in a manner that threatens the codes of conduct, written or implied, and disrupts the orderly process of education.

217. Word, Kenneth Merritt. Black Problems Through Blue Eyes. Journal of the National Association of Women Deans and Counselors, 36 (3): 133-6, Spring 1973.

College Students, Student Problems, Student Adjustment, Negro Students, Racial Discrimination.

218. Yawkey, Thomas D. Attitudes Toward Black Americans Held by Rural and Urban White Early Childhood Subjects Based Upon Multi-Ethnic Social Studies Materials. Journal of Negro Education, 42 (2): 164-68, Spring 1973.

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Racial Attitudes, Elementary School Students, Conservation Students, Multicultural Textbooks, Social Studies, Investigations, Influences of multi-ethnic social studies readings with biographical, cultural, and social aspects of black Americans on white children's attitudes toward this group, and recommends teacher-directed reading and discussion approaches based upon social studies multi-ethnic publications.

218. Lee, Albert H.; Webb, Marcia J. Do Black Studies Make a Difference in Ghetto Children's Achievement and Attitudes? Journal of Negro Education, 42 (1): 53-58, Winter 1973.

African American Studies, Negro Students, Elementary School Students, Academic Achievement, Changing Attitudes, Ohio Experimental Project in the School Year Following an Integrated Black History Course Instituted during the Summer of 1968, Attempts to Evaluate the Effectiveness of the Social Studies Unit and Certain Action Principles of the Institute.

219. Young, Jacqueline Lee. Criteria in Selection of Black Literature for Children. Freedomways, 13 (2): 107-14, Spring 1973.

Negro Literature, Children's Books, Textbook Selection, Self Concept, Literary Analysis, Argues that Black literature must meet certain basic essential criteria if it is to be of value to Black children. Black literature must emphatically nullify the deceptive definitions that provide Black children from finding self-esteem. Black interpreters must create realism, and, Black literature must be authentic.

220. Zanaro, Diane Jane. The Use of Bibliotherapy Among 5 Sixth Graders to Effect Attitude Change toward American Indians. [ ] (Ph.D. [ ] 173 [ ]) [ ]versity Microfilms, Ann Arbor, Michigan 48106, Order No. [ ]-[ ]ns, $6.00 ($9.00, hardcopy, [illegible])

Bibliotherapy, Childhood Attitudes, Grade 6, Negroes, [illegible] Social Attitudes, [illegible] tested whether bibliotherapy could positively change selected school children's attitudes toward American Negroes, [illegible] of attitudes toward American Indians and Puerto Ricans would also [illegible] change as a result of attitude changes toward the Negro, and whether [illegible] therapy was a feasible technique for the typical classroom teacher.

Introduction

[illegible]

Effective Instruction Strategies

[illegible]

Instructional Challenges

[illegible]

Technology Integration

[illegible]

Assessment Techniques

[illegible]

Classroom Environment

[illegible]

Collaboration and Communication

[illegible]

Cross-Curricular Planning

[illegible]

Individual Differences

[illegible]

Curriculum Development

[illegible]

Professional Ethics and Standards

[illegible]

[illegible]

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